AppendixC

Annual Institutional Questionnaire on Teacher Preparation: Academic Year: 2007-2008

Institution name:	OTTAWA UNIVERSITY
Address:	4370 W 109th Street, Suite 200
City:	OTTAWA
State:	KS
Zip code:	66067-3399
Respondent name and Title:	Mary Ann Benner, Director of Teacher Education
Respondent phone number:	913-266-8635
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Electronic mail address:	maryann.benner@ottawa.edu
Name of President/Chief Executive (or designee)	Dr. Kevin Eichner

Section II. Program information.

(A)Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your regular teacher preparation program during academic year 2007-2008, including all areas of specialization.

201	Total number of students enrolled during 2007-2008.
58	Total number of program completers 2007-2008.

Number of students in the alternate teacher preparation program at your institution:

Please specify the number of students in your alternate route teacher preparation program during academic year 2007-2008, including all areas of specialization. Do not include Transition to Teaching students who receive a stipend from the state grant.

0	Total number of students enrolled during 2007-2008.
0	Total number of program completers 2007-2008.

(B) Information about supervised student teaching

55	How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2007-2008?

Please provide the numbers of supervising faculty who were:

2.00	1. Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.
8.00	2. Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.
10.00	3. Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

20.00	Total number of supervising faculty for the teacher preparation program during (add: B1, B2, & B3).

2.75	The student/faculty ratio (divide the total # students by total supervising faculty).

40.00	The average number of hours per week required of student participation in supervised student teaching:
16.00	The total number of weeks of required supervised student teaching:
640.00	The total number of supervised student teaching hours required

Information about state approval or accreditation of teacher preparation programs:

n	Is your teacher preparation program currently approved or accredited by the state?
n	Is your teacher preparation program currently accredited by the National Council for the Accreditation of Teacher Education (NCATE)?
n	Is your institution currently accredited by the North Central Association of Colleges and Schools?
	Please list any additional accrediting sources:

An institution is designated as low-performing if the institution was “accredited with probation” between July 1, 2003 and July 1, 2006 by the Kansas State Board of Education

OR

An institution is designated as low-performing if the institution was “denied accreditation” after July 1, 2006 by the Kansas State Board of Education

o	Is your teacher preparation program currently under designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)?

Section III. Contextual information.

Web link to Institution:	www.ottawa.edu

2007-2008 Undergraduate Enrollment	Institution	Education Program
full-time students	574	131
part-time students	641	70

2007-2008 Graduate Enrollment	Institution	Education Program
full-time students	18	0
part-time students	117	0

Teacher Preparation Programs – List approved programs for 2007-2008.

Initial	Advanced	Added Endorsement	Subject Number	Subject Name
n	o	n	70201	ART
n	o	n	71311	BIOLOGY
n	o	n	71800	EARLY - LATE CHILDHOOD GENERALIST
n	o	n	70501	ENGLISH LANGUAGE ARTS
n	o	n	71599	HISTORY AND GOVERNMENT
n	o	n	71121	MATHEMATICS
n	o	n	70801	PHYSICAL EDUCATION

2007-2008 Admission Requirements.

admission to teacher education:

1. Completed application to the Teacher Education Program
2. Cum GPA 2.5 or higher
3. PPST or C-Base scores on file
4. Two personal recommendations
5. Completion of introductory course - Intro to Teaching or Teaching Profession
6. Current health certificate on file reflecting TB test results

admission to student teaching:

1. Accepted into Teacher Education Program
2. Passing score on all sections of PPST or C-Base Exam
3. Completed all required coursework
4. Received a grade of "C" or better in all pre-professional/professional education and content area coursework
5. GPA of 2.75 or better in all pre-professional/professional education and content coursework
6. Overall GPA of 2.5 or above
7. Electronic portfolio submitted and approved

2007-2008 Program Completion Requirements.

1. Successfully completed student teaching
2. Attained minimum cumulative GPA of 2.5
3. Attained minimum GPA of 2.75 in pre-professional/professional education courses
4. Attained grade of "C" or better in all content area courses and pre-professional/professional education courses
5. Completed all approved program requirements and all bachelor degree requirements from an accredited institution
6. Received passing scores on PPST(Pre-Professional Skills Test) or C-Base(College Base Exam), PLT (Principles of Learning and Teaching), and appropriate content test

During 2007-2008 was passing the state certification test required?	**PLT**	**CONTENT**
before student teaching	NO	NO
program completion	YES	YES
degree requirement	NO	NO
certification/licensure only	YES	YES

3.33	Average GPA of 2007-2008 cohorts.
19.00	Average ACT score of 2007-2008 cohorts.

43	Number of completers hired in their fields during their first year of eligibility.

0	Number of completers participating in the Kansas Performance Assessment?
0	Number of completers passing the KPA?

Demographic Characteristics of Completer 2007-2008	**Number**
Male	4
Female	54
African American	2
American Indian	0
Asian	0
Hispanic	1
White	49
Other	6
Early ChildHood*	0
Elementary*	56
JR. High-Middle School*	0
Secondary*	1
PreK-12 Programs*	1
Special Education*	0
Total *total number may be greater than total number of completers because of “multiple level” options	58

2008-2009 Undergraduate Enrollment	Institution	Education Program
full-time students	552	121
part-time students	597	86

2008-2009 Graduate Enrollment	Institution	Education Program
full-time students	22	0
part-time students	130	0

Teacher Preparation Programs – List approved programs for 2008-2009.

Initial	Advanced	Added Endorsement	Subject Number	Subject Name
n	o	n	70201	ART
n	o	n	71311	BIOLOGY
n	o	n	70501	ENGLISH LANGUAGE ARTS
n	o	n	71599	HISTORY AND GOVERNMENT
n	n	o	71121	MATHEMATICS
n	o	n	70801	PHYSICAL EDUCATION

2008-2009 Admission Requirements.

admission to teacher education:

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2008-2009 Program Completion Requirements.

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3. Attained minimum GPA of 2.75 in pre-professional/professional education courses
4. Attained grade of "C" or better in all content area courses and pre-professional/professional education courses
5. Completed all approved program requirements and all bachelor degree requirements from an accredited institution
6. Received passing scores on PPST(Pre-Professional Skills Test) or C-Base(College Base Exam), PLT (Principles of Learning and Teaching), and appropriate content test

Will your institution require the state assessments for 2008-2009?	**PLT**	**CONTENT**
before student teaching	NO	NO
program completion	YES	YES
degree requirement	NO	NO
certification/licensure only	YES	YES

Demographic Characteristics Teacher Education Enrollment 2008-2009	Number Initial Program	Number Added Endorsement	Number Advanced Program
Male	43	3	
Female	161		
African American	7		
American Indian			
Asian	2		
Hispanic	5		
White	148	2	
Other	42	1	
Early ChildHood			
Early ChildHood Unified			
Elementary	182		
JR. High-Middle School			
English/Language Arts			
History comprehensive			
Math			
Science			
Secondary			
English/Language Arts	2	1	
Journalism			
Speech/Theatre			
History and Government	3	1	
Psychology			
Math	2		
Biology	3	1	
Chemistry			
Physics			
Earth Space Science			
Business			
Family and Consumer Science			

Demographic Characteristics Teacher Education Enrollment 2008-2009	Number Initial Program	Number Added Endorsement	Number Advanced Program
Agiculture			
Technology Education			
Communication Technology			
Power,Energy, Transportation Tech			
Production Technology			
K-12 Programs			
Art	1		
Foreign Language - French			
Foreign Language - German			
Foreign Language - Spanish			
Foreign Language - Other			
Music			
Vocal Music			
Instrumental Music			
Health			
Physical Education	11		
Special Education			
Adaptive			
Functional			
Gifted			
Deaf or Hard of Hearing			
Visually Imparied			
Reading Specialist			
ESOL			
Library Media Specialist			
School Counselor			
School Psychologist			
Leadership			
Program			
Building			
District			

YES	Do you have Professional Development School partnerships that help design, implement, and evaluate clinical experiences?
NO	Does your partnership agreement require teacher ed. faculty to work directly in the schools?

Distance education refers to courses delivered to off-campus locations via live or prerecorded video, or computer technologies. Distance education excludes courses conducted exclusively on campus, courses conducted by written correspondence, courses for which the instructor travels to an off-campus site to deliver instruction in person.

	Initial Program	Added Endorsement	Advanced Program	Other does not lead to licensure
Number of distance Learning courses offered	0	0	0	0
Total Enrollments in distance learning courses	0	0	0	0
List Names of distance learning programs	NA	NA	NA	NA

Section IV. Response to Areas for Improvement

Date of Last Accreditation Visit:

11/11/2005 12:00:00 AM

Areas for Improvement for Accreditation:

Areas for Improvement for Accreditation:
Assessments in early field experiences reveal lack of sufficient content and pedagogical knowledge prior to clinical experiences.

Candidates have limited opportunities to work with diverse peers.

Candidates have limited opportunities to interact with P-12 and higher education faculty from diverse background.

With only one full-time teaching faculty member and 33 adjuncts, the unit has an inadequate number of full-time faculty to ensure content and pedagogical knowledge to meet unit, state, and national standards.

Areas for Improvement for Programs:

Assessments in early field experiences reveal lack of sufficient content and pedagogical knowledge prior to clinical experiences
Mathematics
1. The program did not provide multiple assessments to ensure candidate knowledge and performance of appropriate use of technology. (Standards 3-7)
2. The variety or kinds of assessments are limited. (Standards 1-8)
Actions taken: Newly appointed math chair is working to create a wider variety of assessment instruments that include aspects of technology use.
Biology
1. There are limited number of assessments provided. (Standards 1-8 and 12)
2. Courses identified are not listed in the catalog as required courses. (Standard 12)
Actions taken: Catalog has been updated.
Physical Education (I, PreK-12)
1. There is limited evidence of knowledge of assessment. (Standard 6)
2. There is inadequate evidence of the assessment of knowledge or performance as it relates to teaching PreK-12 students. (Standards 1-7)
Actions taken:We have added preschool practicum experience. We have a working relationship with the elementary, middle, and high school PE teachers to assess our students lesson plans and lesson teachings. We have assigned a supervisor to the PE methods course who works to insure candidates performance is adequate.

Changes to Programs (content and/or pedagogy curriculum) based on continuous improvement:

Candidates have limited opportunities to work with diverse peers.

Actions taken:Our St. Louis recruiter has worked to recruit students who identify themselves as minority students. We have increased our minority numbers again this year (5 for OUO), and the outcome for next also appears to be increasing in that we have already enrolled 3 more for OUO for the 2008-2009 academic year..
Meetings with community colleges who have diverse student populations have occurred. In the meetings we have shared that one of our unit's goals is to increase the number of teacher candidates at Ottawa University who identify themselves as members of minority groups. We specifically asked to meet with community college faculty who advise students who are in their education and teaching programs and encouraged them to recommend our program to their students. A meeting on our campus was held with student leaders of the metropolitan community college's education club so that students themselves would learn about our campuses and share the information with other students.
Ottawa University Teacher Education Faculty in Kansas are working with Teacher Education Faculty at our Arizona campus to develop ways for students at the campuses in the two states to interact with one another through the use of technology. The University's Arizona campus has a large number of teacher education candidates who identify themselves as members of the Hispanic and Native American Indian communities. The goal is for teacher candidates to gain perspectives from candidates different from themselves so they are better prepared to work with all faculty and students in schools.

With only one full-time teaching faculty member and 33 adjuncts, the unit has an inadequate number of full-time faculty to ensure content and pedagogical knowledge to meet unit, state, and national standards.

Actions taken:The addition of a full-time teacher education faculty member at the campus in Ottawa, Kansas had been planned for in the 2007-2008 budget. During spring 2006 three candidates for the position have been interviewed for the position. The hiring process is slated to be completed by the end of the 2006-2007 academic year. During the 2006-2007 academic year the top of the pool withdrew her application because of spouse relocation. Therefore a teacher education adjunct, with outstanding credentials and performance, was promoted to full-time faculty. This increased the number of full time faculty by one.

In addition another full time faculty member at the OUO campus has been assigned at least 6 hours per semester to teach EDU/PED courses. She is EDU/PED department faculty . At least 6 hours per semester (1/2 time) of her time are dedicated to EDU/PED courses.

Section V. Optional Information

Please use this space to provide additional information:

Mission

The Ottawa University Teacher Education Program's mission is to be a learning community in which committed teachers are REFLECTIVE INQUIRERS with knowledge and skills to USE BEST PRACTICES in order TO PROVIDE EVERY STUDENT A QUALITY EDUCATION.

Teacher Education Vision

Notable Features and Accomplishments